K-12 Parent Involvement Programs

Program description:

In a typical K-12 parent involvement program, teachers meet with parents in person and maintain contact over the phone to train and encourage parents to engage in planned, structured academic activities with their children at home, often in the form of tutoring. This review does not include the impact on children's academic achievement from parent involvement in general; only school-based programs are included.

Typical age of primary program participant: 6

Typical age of secondary program participant: N/A

Meta-Analysis of Program Effects

Outcomes Measured	Primary or Second-ary Partici-pant	No. of Effect Sizes	Unadjusted Effect Sizes (Random Effects Model)			Adjusted Effect Sizes and Standard Errors Used in the Benefit-Cost Analysis					
						First time ES is estimated			Second time ES is estimated		
			ES	SE	p-value	ES	SE	Age	ES	SE	Age
Test scores	P	9	0.13	0.10	0.12	0.06	0.10	7	0.03	0.05	17

Benefit-Cost Summary

The estimates shown are present value, life cycle benefits and costs. All dollars are expressed in the base year chosen for this analysis (2011). The economic discount rates and other relevant parameters are described in Technical Appendix 2.	Program Benefits					Costs	Summary Statistics			
	Partici-pants	Tax-payers	Other	Other Indirect	Total Benefits		Benefit to Cost Ratio	Return on Invest-ment	Benefits Minus Costs	Probability of a positive net present value
	$2,309	$850	$0	$416	$3,575	-$836	$4.28	7%	$2,739	68%

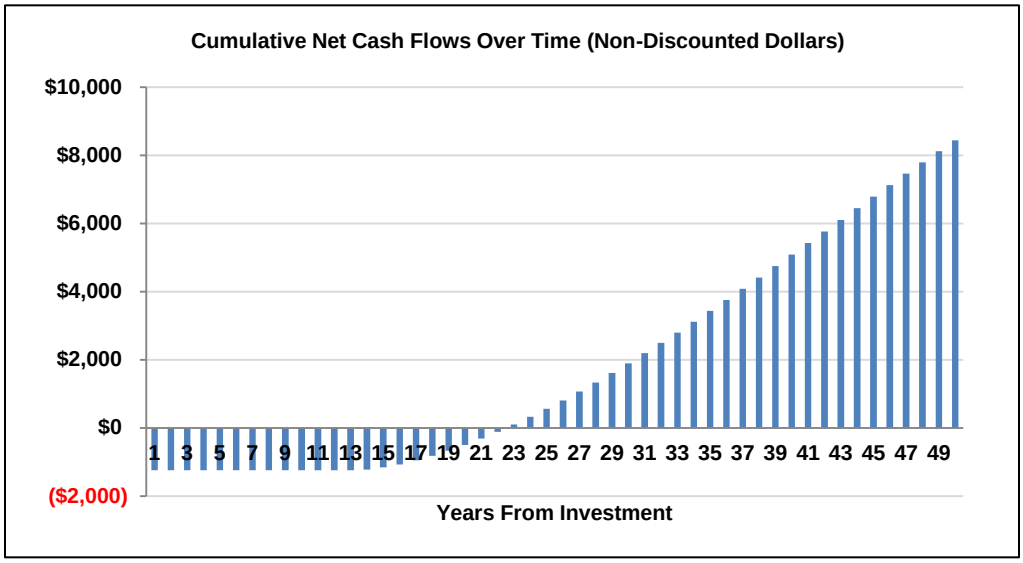
Detailed Monetary Benefit Estimates

Source of Benefits	Benefits to:				
	Partici-pants	Tax-payers	Other	Other In-direct	Total Benefits
Earnings via test scores	$2,309	$850	$0	$416	$3,575

Detailed Cost Estimates

The figures shown are estimates of the costs to implement programs in Washington. The comparison group costs reflect either no treatment or treatment as usual, depending on how effect sizes were calculated in the meta-analysis. The uncertainty range is used in Monte Carlo risk analysis, described in Technical Appendix 2.	Program Costs			Comparison Costs			Summary Statistics	
	Annual Cost	Program Duration	Year Dollars	Annual Cost	Program Duration	Year Dollars	Present Value of Net Program Costs (in 2011 dollars)	Uncertainty (+ or – %)
	$813	1	2010	$0	1	2010	$831	20%

Source: To estimate costs, we assumed that teachers spend an average of one-half hour per week to maintain contact with parents during the school year, based on the evaluations included in our analysis. We calculated the value of teacher time using average teacher salaries (including benefits) in Washington State.



Multiplicative Adjustments Applied to the Meta-Analysis

Type of Adjustment	Multiplier
1- Less well-implemented comparison group or observational study, with some covariates.	1.00
2- Well-implemented comparison group design, often with many statistical controls.	1.00
3- Well-done observational study with many statistical controls (e.g., instrumental variables).	1.00
4- Random assignment, with some implementation issues.	1.00
5- Well-done random assignment study.	1.00
Program developer = researcher	0.5
Unusual (not “real-world”) setting	0.5
Weak measurement used	0.5

The adjustment factors for these studies are based on our empirical knowledge of the research in a topic area. We performed a multivariate regression analysis of 61 effect sizes from evaluations of tutoring and parent involvement programs (many parent involvement programs are tutoring-based). The analysis examined the relative magnitude of effect sizes for studies rated a 1, 3, or 4 for research design quality, in comparison with a 5 (there were no level 2 studies; the Technical Appendix describes these ratings). We weighted the model using the random effects inverse variance weights for each effect size and included the type of outcome and program as control variables. The results indicated that research designs 1 through 4 should have an adjustment factor equal to a 5.

Studies Used in the Meta-Analysis

Epstein, J. L. (1991). Effects on student achievement of teachers' practices of parent involvement. In S. B. Silvern (Ed.), *Advances in reading/language research* (vol. 5, pp. 261-276). Stamford, CT: JAI Press.

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Fantuzzo, J. W., Davis, G. Y., & Ginsburg, M. D. (1995). Effects of parent involvement in isolation or in combination with peer tutoring on student self-concept and mathematics achievement. *Journal of Educational Psychology, 87*(2), 272-281.

Heller, L. R., & Fantuzzo, J. W. (1993). Reciprocal peer tutoring and parent partnership: Does parent involvement make a difference? *School Psychology Review, 22*(3), 517-534.

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Miller, B. V., & Kratochwill, T. R. (1996). An evaluation of the Paired Reading Program using competency-based training. *School Psychology International, 17*(3), 269-291.

Powell-Smith, K. A., Shinn, M. R., Stoner, G., & Good, R. H., III. (2000). Parent tutoring in reading using literature and curriculum materials: Impact on student reading achievement. *School Psychology Review, 29*(1), 5-27.

Rodick, J. D., & Henggeler, S. W. (1980). The short-term and long-term amelioration of academic and motivational deficiencies among low-achieving inner-city adolescents. *Child Development, 51*(4), 1126-1132.